

NFPA 1041

Standard for Fire Service Instructor Professional Qualifications

Summary of Changes

OLD - 2007 Standard	NEW - 2012 Standard
CHAPTER 1 – ADMINISTRATION	
1.3.7 The fire service instructor shall maintain professional competency through continuing education, networking, instructional development and delivery, and membership in professional organizations.	1.3.7 – The fire service instructor shall maintain professional competency through professional development, continuing education, networking, instructional development and delivery, and membership in professional organizations.
CHAPTER 2 – REFERENCED PUBLICATIONS	
	**No changes
CHAPTER 3 – DEFINITIONS	
3.3.2.1 Instructor I. A fire service instructor who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.	3.3.2.1 – <i>Instructor I.</i> A fire service instructor who has demonstrated the knowledge and ability to delivery instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so the learning and safety are maximized; and meet the record-keeping requirements of the authority having jurisdiction.
3.3.2.3 Instructor III. A fire service instructor who, in addition to meeting Instructor II qualifications, has demonstrated the knowledge and ability to develop comprehensive training curricula and programs for use by single or multiple organizations; conduct organization needs analysis; and develop training goals and implementation strategies.	3.3.2.3 – <i>Instructor III.</i> A fire service instructor who, in addition to meeting Instructor II qualifications, has demonstrated the knowledge and ability to develop comprehensive training curricula and programs for use by single or multiple organizations; conduct organization needs analysis; design record keeping and scheduling systems; and develop training goals and implementation strategies.
3.3.3 Job Performance Requirement. A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2006]	3.3.3 Job Performance Requirement. A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2011]
3.3.4 Task. A specific job behavior or activity. [1002, 2003]	3.3.4* Methods of Instruction. Various ways in which information is delivered to students, both in a classroom and on the training ground.
n/a	3.3.5 Task. A specific job behavior or activity. [1002, 2009]
n/a	3.3.6* Techniques of Instruction. Behaviors of effective instructors that enhance the learning experience, address changes in the learning environment, and meet the learning needs of a wide variety of students.
CHAPTER 4 – INSTRUCTOR I	
4.2.3 Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures. (A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.	4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. (A) Requisite Knowledge. Resource management, sources of instructional resources and equipment. (B) Requisite Skills. Oral and written communication, forms completion.
n/a	4.2.4 Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure. (A) Requisite Knowledge. Departmental scheduling procedures and resource management. (B) Requisite Skills. Training schedule completion.
n/a	4.2.5 Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.
4.3.2 (A) Requisite Knowledge. Recognition of student limitations, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.	4.3.2 (A) Requisite Knowledge. Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.
4.4.2 (B) Requisite Skills. Use of instructional media and materials.	4.4.2 (B) Requisite Skills. Use of instructional media and teaching aids.

<p>4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved.</p> <p>(A) Requisite Knowledge. The laws and principles of learning, teaching methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.</p>	<p>4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.</p> <p>(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.</p> <p>(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting.</p>
<p>4.4.5 Adjust to differences in learning styles, abilities, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.</p> <p>(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.</p> <p>(B) Requisite Skills. Basic coaching and motivational techniques, and adaptation of lesson plans or materials to specific instructional situations.</p>	<p>4.4.5* Adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.</p> <p>(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.</p> <p>(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.</p>
<p>4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.</p> <p>(A) Requisite Knowledge. Test administration, agency policies, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.</p>	<p>4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.</p> <p>(A) Requisite Knowledge. Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.</p>
<p>4.5.3 (A) Requisite Knowledge. Grading and maintaining confidentiality of scores.</p>	<p>4.5.3 (A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.</p>
CHAPTER 5 – INSTRUCTOR II	
<p>5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.</p> <p>(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.</p>	<p>5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.</p> <p>(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.</p>
<p>5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs for the topic are achieved and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.</p> <p>(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.</p>	<p>5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.</p> <p>(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.</p>
<p>5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.</p>	<p>5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.</p>

CHAPTER 6 – INSTRUCTOR III	
6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.	6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified and solutions are recommended. (A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods for classroom, training ground, and distance learning, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.
n/a	6.5.5 Analyze student evaluation instruments, given test data, objectives, and agency policies, so that validity is determined and necessary changes are made. (A) Requisite Knowledge. Test validity, reliability, and item analysis. (B) Requisite Skills. Item analysis techniques.
ANNEX A – EXPLANATORY MATERIAL	
	<p>A.3.3.4 Methods of Instruction. Methods include, but are not limited to, the following:</p> <ul style="list-style-type: none"> (1) Demonstration (2) Illustrated lecture (3) Computer-based or distance learning (4) Individualized instruction (5) Guided discussions <p>A.3.3.6 Techniques of Instruction. Techniques include, but are not limited to, behaviors such as the use of questions, movement, eye contact, and gestures.</p> <p>A.4.2.4 There are times when an Instructor I may be required to schedule training sessions that are part of an overall training program such as FF1 or to schedule individual training sessions as assigned. Coordination of the overall training calendar is the responsibility of the Instructor II.</p>